

A Culture Of Peace

- *Twenty-First Century Projects By
M.A.V.A.W.*

Enhancing the Family



- ENHANCING THE FAMILY WORKSHOP NOV/5/2009
- YMCA HEADQUARTERS—WRIGHTSON ROAD—POS.



- Thank You For Attending In Spite of Your Busy Schedules.

GOOD MORNING & WELCOME TO ENHANCING THE FAMILY—Thur/5/Nov/09.



- St. Barb's Community Action Council Youth Mentorship Initiative
- **Host:** - Ministry of National Security, Citizen Security Programme.
- **Community Action Officer (CSP):** - Gary Grant.
- **Coordinator (CSP):** - Gregory Sloane Seale.
- **Facilitator:** - Donald Berment, Secretary/Director, Men Against Violence Against Women (MAVAW)/Housing Specialist & NGA.

• Topics For Discussion.

- 1. Introduction & Interpretation 6. Dysfunctional Family
- 2. Attitude & Self Esteem (NEW) 7. Parenting (MAVAW CD)
- 3. Values & Empathy (NEW) 8. Domestic Violence (MAVAW CD)
- 4. Emotional Intelligence & List 9. Healthy Relationships (CD)
- 5. Anger Management & Life Skills 10. Space Dynamics (MAVAW CD)
- 11. Stress Management (NEW) 12. Conduct Principles (NEW)

OBJECTIVES OF TRAINING

FROM THE FACILITATORS STANDPOINT.

- TO ADD TO YOUR LEARNING
- TO ADD TO THE ENHANCEMENT OF YOUR FAMILY
- TO ADD MORE UNDERSTANDING IN YOUR LIFE
- TO PROVIDE ADDITIONAL LIFE SKILLS
- TO INCREASE YOUR APPRECIATION OF FAMILY LIFE

FROM THE PARTICIPANT STANDPOINT.

- ..(TO BE COMPLETED BY PARTICIPANTS)
- ..
- ..
- ..
- ..

INTRODUCTION



- Folders with MAVAW CD and 6 Handouts Given to Participants.
 - Names of Participants Added at Introduction.

- 1. Akel Charles.
- 2. Kyle Clarke.
- 3. Jamal Aberdeen.
- 4. Kervin Xavier
- 5. Kobi Ward.
- 6. Trisha Baptiste.
- 7. Karen Saunders Abdulai.
- 8. Roland Mitchell.
- 9. Leon Waldron.
- 10. Gary Grant
- 12. absent
- 13. absent
- 14. absent
- 15. absent
- 16. Donald Berment.

Men Against Violence Against Women (MAVAW) 103FM (2008-2009), 91.1FM(2007), Family Status Committee (2003-2004), Reform of the DV Act 1991(1997), Company Status 1978, NGO Status 1974.

INTERPRETATION.

Enhance: - to make higher or greater, as in reputation, cost, beauty, quality etc.

Family: - • The family is a structure that is a set of relationships and a space, which creates an environment where the social, psychological, physical, spiritual and economic needs of individuals are constantly interfacing. It is an environment in which individuals relate to one another in a variety of Capacities and in which the problems of everyday life are worked out.

UN 1996. (Reference *FACT SHEET No 1—SLIDE # 4*)

The Executive Summary of the Report accepted by the Committee, noted that our study found the family to be the core socializing agency and impacts upon its environment, conversely the environment also impacts on the family. Some systems in the environment that significantly influence the values and way of life of families are; *the education and legal systems, religion, the media and the community, with which the families interact on a continuous basis.*

FACT SHEET ONE.

- MAVAW sat on the recently completed (2003 to 2004) *Cabinet Ad-Hoc Multi-Disciplinary Committee to “Examine the Status of the Institution of the Family in Trinidad and Tobago,”* and I am proposing that we use the definition of the family used by that Committee to proceed with the Programme, which is as follows: - (SLIDE # 3 DEFINITION)

- **The Challenges to Family Life were identified as follows: -**

- • Disadvantaged economic situation of low income families, particularly single parent families.
 - • Poor parenting skills and practices.
 - • Poor socializing skills in some instances.
 - • Insufficient and ineffective communication within some families.
 - • Poor and at times abusive methods of discipline.
 - • *The negative influence of the media/cable*
 - • Migrant and absentee parents.
 - • A drug culture and its associated criminal sub-culture.
 - • Changes in community and societal values.
- The local data revealed that the most common family form was the *unions by marriage*. The next most common family form was *the extended family* followed by *single parents, persons living alone and common-law unions*.

There was a 15% decrease in the number of marriages over the period 1980-2000 and a noticeable increase of approximately 67% in the number of divorces for the same period. The data also reflected a high incidence of domestic violence and family disputes in Trinidad and Tobago.

Flip Chart 1—Exploring Enhancing—Whole Group Work.

- WHAT ARE SOME WAYS A FAMILY CAN BE ENHANCED.
- Everybody get along better.
- Money
- Love
- Unity
- Communication
- Shelter
- Stability
- Control (used discussion by Kyle and Kervin to expand HEAD Control and SELF Control)
- Nurturing (used Karen bringing her 9 year old son Kobi as an example and the drawing by Leon during the discussion)
- Recreation (ALL CONTRIBUTIONS EXPANDED WITH EXAMPLES)
- *Drawing of a Black Stallion with Colour on Mane or Underbody.*

Flip Chart 2—Emotional Violence—Whole Group Work.

- HOW DOES A PERSON COMMIT EMOTIONAL VIOLENCE?
- (Discussion After Showing the 6 Other Handouts Given, Printed By Gary)
- By being Bad
- By being Silent
- By showing Passion with Fear
- *Drawing of a Person to explain the connection between violence to someone and the indirect violence to their loved ones in addition to the mother and father component which made that person.*
- *A lot of interaction ensued before a BREAK for Refreshments and after further discussions, Lunch.*
- *One peer counselling session done from 2.15 to 2.35.*
- There is a great need for this type of INTERVENTION and the VARIETY of TOPICS Scheduled by the Citizen Security Programme is a very good method to address MENTORING.
- A Proposed 5 Day Programme focused on “Enhancing The Family “will include Original Pain Theory in the pm, with other Topics in the am & pm and will soon be submitted for funding. Our Motto is (E-MOTION—Energy In Motion.)

ATTITUDE.

- **Attitude:** (Colliers) - state of mind, behaviour or conduct, regarding some matter, as indicating opinion or purpose.
 - position of the body, as suggesting some thought, feeling or action.
- **Attitude:** - (psychology) from Wikipedia. *An **attitude** is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event-- this is often referred to as the attitude object. People can also be conflicted or ambivalent (uncertain) toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.*
- *Attitudes are judgments. They develop on the **ABC** model (affect, behavior, and cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.*
- *Unlike personality, attitudes are expected to change as a function of experience and can be changed through persuasion with emotion being a common component in persuasion, social influence and attitude change.*

SELF ESTEEM

- **Self-esteem** is a term used in [psychology](#) to reflect a [person's](#) overall evaluation or appraisal of his or her own worth.
- Self-esteem encompasses beliefs (for example, "I am [competent-incompetent](#)") and emotions (for example, [triumph-despair](#), [pride-shame](#)). Behavior may reflect self-esteem (for example, [assertiveness-shyness](#), [confidence-caution](#)).
- Psychologists usually regard self-esteem as an enduring personality characteristic (trait self-esteem), though normal, short-term variations (state self-esteem) occur.
- Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer, and feel proud of that in particular") or have global extent (for example, "I believe I am a good person, and feel proud of myself in general").
- Synonyms or near-synonyms of self-esteem include: self-worth, self-regard, self-respect, self-love (which can express overtones of self-promotion), and self-integrity. Self-esteem is distinct from [self-confidence](#) and [self-efficacy](#), which involve beliefs about ability and future performance.
- The socio-[psychological](#) concept of **self-confidence** relates to self-assuredness in one's personal judgment, ability, [power](#), etc., sometimes manifested excessively
- **Self-efficacy** is the belief that one is capable of performing in a certain manner to attain certain goals. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. Unlike [efficacy](#), which is the power to produce an effect (in essence, [competence](#)), self-efficacy is the belief (whether or not accurate) that one has the power to produce that effect. For example, a person with high self-efficacy may engage in a more health-related activity when an illness occurs, whereas a person with low self-efficacy would harbor feelings of hopelessness.

VALUES.

- **Values:** - something regarded as desirable, worthy or right, as a belief, standard or precept (rule of personal conduct).
- **A code of ethics** is a set of statements about appropriate and expected behaviour of members of a professional group, family, school etc. and as such, reflects its values. We inherit our values from our Family, Environment and Culture and we adopt new ones as we grow up and mature.
- The following values and processes are considered central to the **Family Code of Ethics:**
 - Respect and Forgiveness Kindness and Compassion.
 - Spirituality and Honour Acceptance of Differences.
 - Understanding and Empathy Courage and Humility.
 - Freedom and Respect for Rights Justice and Equality With Equity
 - Honesty and Integrity. Cooperation and Perseverance
 - Social and Cultural responsiveness. Morality and Appreciation
- A **value system** is a set of consistent values and measures. A **principle value** is a foundation upon which other values and measures of integrity are based. Values are considered subjective, vary across people and cultures and are in many ways aligned with belief and belief systems. Types of values include ethical/moral values, doctrinal/ideological (religious, political) values, social values, and aesthetic values.
- **Empathy** is the capability to share and understand another's emotions and feelings. It is often characterized as the ability to "put oneself into another's shoes," Empathy does not necessarily imply compassion, sympathy, or empathic concern because this capacity can be present in context of compassionate or cruel behavior.

VALUES (continued)

- **Personal values**
- *Personal values developed very early in life may be resistant to change. They may be derived from those of particular groups or systems, such as culture, religion, and political party. However, personal values are not universal; one's family, nation, generation and historical environment help determine one's personal values. "We carry with us values that influence our thoughts, feelings, and actions." This is not to say that the value concepts themselves are not universal, merely that each individual possess a unique conception of them i.e. a personal knowledge of the appropriate values for their own genes, feelings and experience. "Researches on values has found that adolescents who are involved in groups that connect them to others in school, their communities, or religious institutions report higher levels of social trust, altruism (unselfish concern for others), commitments to the common good of people, and endorsements of the rights of immigrants for full inclusion in society. Adolescents who were uninvolved in such groups were more likely to endorse self-interest and materialistic values.*
- **Cultural values**

VALUES (continued)

- *Groups, societies, or cultures have values that are largely shared by their members. The values identify those objects, conditions or characteristics that members of the society consider important; that is, valuable. In the United States, for example, values might include material comfort, wealth, competition, individualism or religiosity and sex, drugs and rock and roll. The values of a society can often be identified by noting which people receive honor or respect. In the US, for example, professional athletes are honored (in the form of monetary payment) more than college professors, in part because the society respects personal values such as physical activity, fitness, and competitiveness more than mental activity and education. This may also be the case because the society takes its education for granted and repays its teachers with non-tangible honors of relatively equal value with that of the athlete. Surveys show that voters in the United States would be reluctant to elect an atheist as a president, suggesting that belief in God is a value. There is a difference between values clarification and cognitive moral education. Values clarification is, "helping people clarify what their lives are for and what is worth working for. Students are encouraged to define their own values and understand others' values." Cognitive moral education is based on the belief that students should learn to value things like democracy and justice as their moral reasoning develops."*
- *Values are related to the [norms](#) of a culture, but they are more general and abstract than norms. Norms are rules for behavior in specific situations, while values identify what should be judged as good or evil. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors at a funeral. They reflect the values of respect and support of friends and family. Different cultures reflect different values. "Over the last three decades, traditional-age college students have shown an increased interest in personal well-being and a decreased interest in the welfare of others." Values seemed to have changed, affecting the beliefs, and attitudes of college students.*
- *Members take part in a [culture](#) even if each member's personal values do not entirely agree with some of the [normative](#) values sanctioned in the culture. This reflects an individual's ability to synthesize and extract aspects valuable to them from the multiple subcultures they belong to.*
- *If a group member expresses a value that is in serious conflict with the group's [norms](#), the group's authority may carry out various ways of encouraging conformity or stigmatizing the non-conforming behavior of its members. For example, imprisonment can result from conflict with social norms that have been established as law.*

EMOTIONAL INTELLIGENCE

There is no single view of what EI is; there are a number of different views (as with many management topics). Daniel Goleman, one well-known author, defines EI as:

The capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

When people are handled badly businesses lose money through wasting time. Equally, effectiveness can be improved by mastering relationship skills with customers, suppliers and staff. Leadership requires excellent EI competencies, which can have a startling effect on personal and business success. This might seem a tall order, but it can be achieved through increased EI.

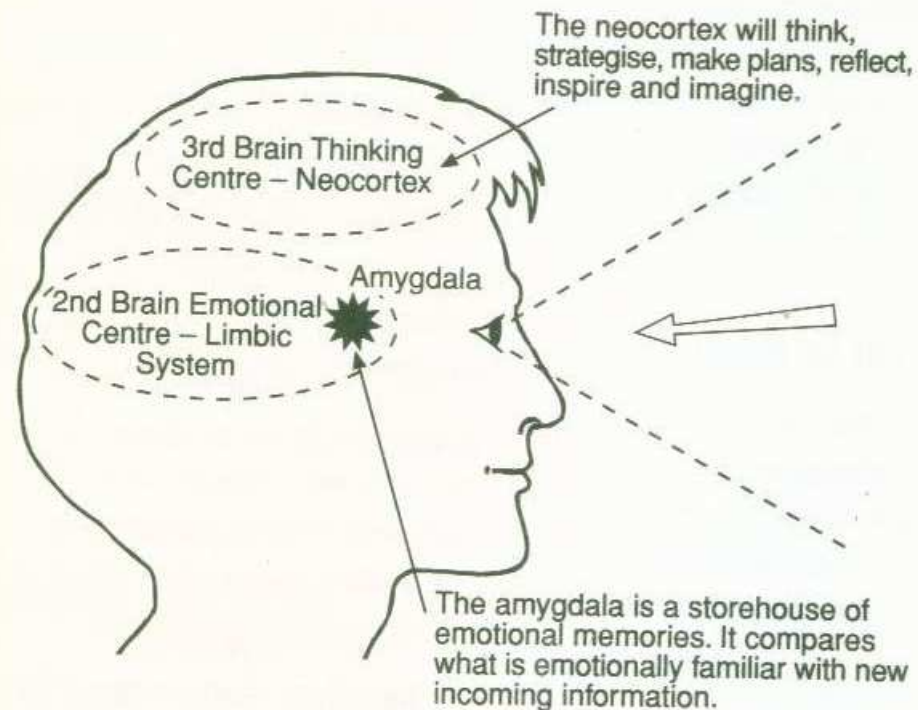
Whereas IQ is more or less a given, EQ can be learned. The distinction is about your way of *being* not of *doing*.

Improvement cannot be achieved solely by attending a training course or reading a book to acquire knowledge.

EMOTIONAL INTELLIGENCE (Continued)

Intellect (cognition or thinking) is based on the workings of the Cerebral Cortex (3rd Brain), the more recently evolved

layers at the top of the brain. Emotions are controlled by the more ancient Subcortex (2nd Brain), a lower part of the brain.



EMOTIONAL INTELLIGENCE (continued)

Experts are beginning to agree that types of intelligence other than IQ (Intelligence Quotient) have evolved in humans over the last two million years. A high IQ is not enough to guarantee success in life. When you have a high EQ (Emotional Intelligence Quotient) you are adept at interpreting the emotional roots of your own thinking and behaviours and *choosing* your actions to influence outcomes. You are also capable of making good insights into the behaviours and reactions of others.

EMOTIONAL INTELLIGENCE (continued)

Two types of learning

If you are really in tune with your needs, you will find it easier to tackle the kind of learning involved in raising your EQ. We have postulated that there are two basic types of learning:

- **Cognitive.** Cognitive learning is about absorbing new data and gaining of insights into existing frameworks of association. We also need to engage that part of the brain where our emotional signature is stored. Changing habits, such as learning to approach people positively rather than avoiding them or to give them feedback skillfully, is much more challenging than simply adding new data to old.
- **Emotional.** Emotional learning involves this and more. Emotional learning involves new ways of thinking and acting that are more in tune with our identity – our values and beliefs and attitudes. If you are told to learn a new word processing program, you will probably get on with it; however, if you are told that you need to improve control of your temper, you are likely to be upset or offended. The prospect of needing to develop greater emotional intelligence is likely to generate resistance to change.

LIFE SKILLS

- Life Skills are abilities that will help us act on our Values and Principles.
- We need Life Skills to stay happy and healthy during adolescence and adult life in order to: -
 - Talk about our Feelings with non-aggressive ‘I’ Statements
 - Communicate what we feel without creating conflict
 - Know what we think and stand by, no matter what other people say
 - Learn to make good decisions under pressure.
- Some Examples are: -
 - Assertiveness - (added by Participants)
 - Creative Thinking -
 - Problem Solving -
 - Decision Making -
 - Coping -
 - Self Awareness -
 - Self Efficacy -

(The above taken from Page 8 of “You Your Life Your Dreams—A Book for Caribbean Adolescents”)

LIST OF EMOTIONS

The [artificial language Lojban](#) has interjections expressing degrees of emotions. These include:

- **Simple emotions**

- discovery - confusion
- gain - loss
- generosity - greed
- [surprise](#) - no surprise - expectation
- [wonder](#) - commonplace
- [happiness](#) - unhappiness
- [amusement](#) - weariness
- completion - incompleteness
- [caring](#) - loving
- [courage](#) - [timidity](#) - cowardice
- [pity](#) - cruelty
- [repentance](#) - lack of regret - innocence

- **Complex emotions**

- [pride](#) - [modesty](#) - [shame](#)
- [closeness](#) - detachment - [distance](#)
- complaint/[pain](#) - doing OK - [pleasure](#)
- caution - boldness - rashness - [drama](#)
- [patience](#) - mere tolerance - [anger](#)
- [relaxation](#) - composure - [stress](#)

- **Pure emotions**

- [fear](#) - nervousness - [security](#)
- [togetherness](#) - [privacy](#)
- [respect](#) - disrespect
- [appreciation](#) - [envy](#)
- [love](#) - indifference - hatred
- familiarity - mystery

- **Propositional attitudes**

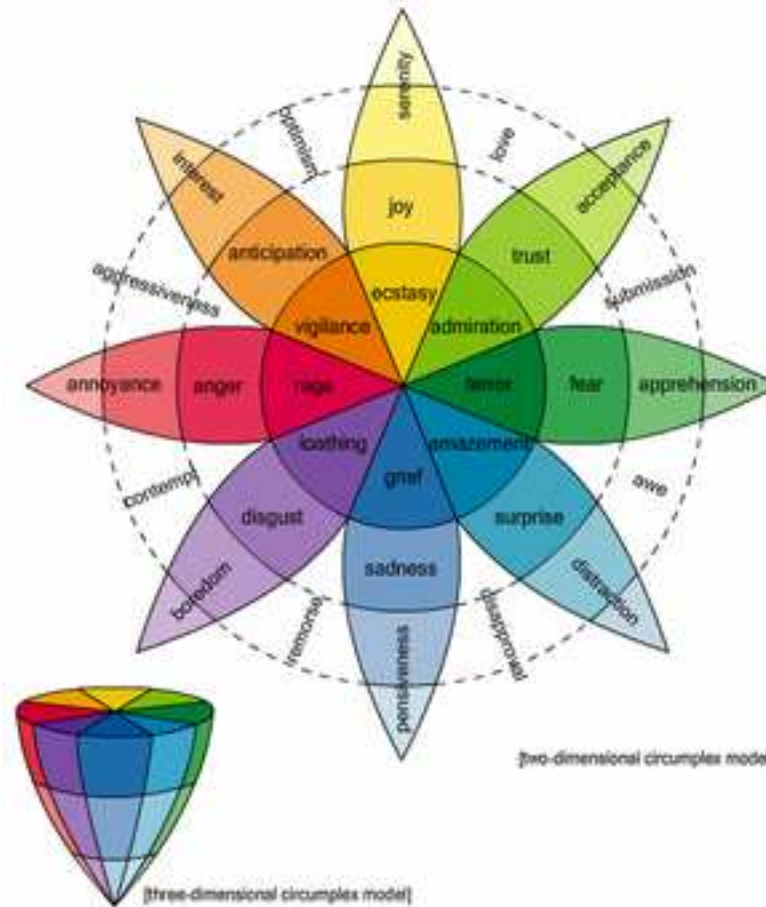
- attentive - inattentive - avoiding
- alertness - exhaustion
- intent - indecision - refusal
- effort - no real effort - repose
- [hope](#) - despair
- desire - indifference - reluctance
- interest - no interest - repulsion

- **Complex propositional attitudes**

- permission - prohibition
- competence - incompetence
- [obligation](#) - freedom
- [constraint](#) - independence - resistance to constraint
- request - negative request
- suggestion - no suggestion - warning
- understand - confused
- **Lojban** (pronounced [[loʒban](#)]) is a [constructed](#), syntactically unambiguous human language based on [predicate logic](#). Its predecessor is [Loglan](#), the original logical language by [James Cooke Brown](#).
- The principal sources of its basic vocabulary were the six (at the time) [most widely spoken languages](#): [Mandarin](#), [English](#), [Hindi](#), [Spanish](#), [Russian](#), and [Arabic](#), chosen to reduce the unfamiliarity or strangeness of the root words to people of diverse linguistic backgrounds. The language has drawn on other constructed languages' components, a notable instance of which is [Láadan](#)'s set of indicators
- Proposition (Logic) a statement that affirms or denies something and is either true or false.

EMOTIONS WHEEL.

Plutchik's Wheel of Emotions



ANGER MANAGEMENT.

- The term **Anger management** commonly refers to a system of psychological therapeutic techniques and exercises by which someone with excessive or uncontrollable anger can control or reduce the triggers, degrees, and effects of an angered emotional state.
- One technique for controlling anger is finding agreement with another person rather than a conflict. In some countries, courses in anger management may be mandated by their legal system.
- The use of deep breathing and meditation can be used as a means of relaxation. Other interventions include learning empathy, stress management skills, forgiveness, changing how you speak about yourself or others and improving optimism. As the issue of anger varies from person to person, the treatments are designed to be personal to the individual.

ANGER MANAGEMENT (continued).

- *In modern society, anger is viewed as an immature or uncivilized response to frustration, threat, violation, or loss. Conversely, keeping calm, coolheaded, or turning the other cheek is considered more socially acceptable. This conditioning can cause inappropriate expressions of anger such as uncontrolled violent outbursts, misdirected anger or repressing all feelings of anger when it would be an appropriate response to the situation. Also, anger that is constantly “bottled up” can lead to persistent violent thoughts or actions[, nightmares and even physical symptoms. Anger can also aggravate an already present [mental health](#) problem such as [clinical depression](#).*
- *Many people believe that depression is in fact anger turned inwards. This is because many depressed people react to [stress](#) by turning their anger inward as a response to physical or mental abuse or neglect from parents or others. One secondary effect of the depression sufferer's denial of anger is that their [interpersonal relationships](#) are often unhappy and unhealthy.*
- *Another side-effect of anger is that it can fuel obsessions, [phobias](#), [addictions](#) and [manic](#) tendencies. Many people who are not able to express their anger will let it out in some sort of furious activity which can result in clinical depression or even [bipolar disorder](#). Anger can also fan the flames of [paranoia](#) and [prejudice](#), even in normal, everyday situations. People tend to express their anger either passively or aggressively through the [fight-or-flight response](#). The passive “flight” response is repression and denial of anger for safety. However, [aggressive](#) behavior is associated with the “fight” response and the use of the verbal and physical power of anger to abuse and hurt others.*

ANGER MANAGEMENT (continued).

- *Anger can be of one of two main types: **Passive anger** and **Aggressive anger**. These two types of anger have some characteristic symptoms:*
- **Passive anger**
- *Passive anger can be expressed in the following ways:*
- **Secretive behavior**, such as stockpiling resentments that are expressed behind people's backs, giving the [silent treatment](#) or under the breath mutterings, avoiding eye contact, putting people down, gossiping, anonymous complaints, poison pen letters, stealing, and conning.
- **Manipulation**, such as provoking people to aggression and then patronizing them, provoking aggression but staying on the sidelines, emotional blackmail, false tearfulness, feigning illness, sabotaging relationships, using sexual provocation, using a third party to convey negative feelings, withholding money or resources.
- **Self-blame**, such as apologizing too often, being overly critical, inviting criticism.
- **Self-sacrifice**, such as being overly helpful, making do with second best, quietly making long suffering signs but refusing help, or lapping up gratefulness.
- **Ineffectualness**, such as setting yourself and others up for failure, choosing unreliable people to depend on, being accident prone, underachieving, sexual impotence, expressing frustration at insignificant things but ignoring serious ones.
- **Dispassion**, such as giving the cold shoulder or phony smiles, looking unconcerned, sitting on the fence while others sort things out, dampening feelings with substance abuse, overeating, oversleeping, not responding to another's anger, frigidity, indulging in sexual practices that depress spontaneity and make objects of participants, giving inordinate amounts of time to machines, objects or intellectual pursuits, talking of frustrations but showing no feeling.
- **Obsessive behavior**, such as needing to be clean and tidy, making a habit of constantly checking things, over-dieting or overeating, demanding that all jobs be done perfectly.
- **Evasiveness**, such as turning your back in a crisis, avoiding conflict, not arguing back, becoming phobic.

ANGER MANAGEMENT (continued).

- *The symptoms of aggressive anger are:*
- **Threats**, such as frightening people by saying how you could harm them, their property or their prospects, finger pointing, fist shaking, wearing clothes or symbols associated with violent behaviour, [tailgating](#), excessively blowing a car horn, slamming doors.
- **Hurtfulness**, such as physical violence, verbal abuse, biased or vulgar jokes, breaking a confidence, using [foul language](#), ignoring people's feelings, willfully discriminating, blaming, punishing people for unwarranted deeds, labeling others.
- **Destructiveness**, such as destroying objects, harming animals, destroying a relationship between two people, reckless driving, substance abuse.
- **Bullying**, such as threatening people directly, persecuting, pushing or shoving, using power to oppress, shouting, using a car to force someone off the road, playing on people's weaknesses.
- **Unjust blaming**, such as accusing other people for your own mistakes, blaming people for your own feelings, making general accusations.
- **Manic behavior**, such as speaking too fast, walking too fast, working too much and expecting others to fit in, driving too fast, reckless spending.
- **Grandiosity**, such as showing off, expressing mistrust, not delegating, being a sore loser, wanting center stage all the time, not listening, talking over people's heads, expecting kiss and make-up sessions to solve problems.
- **Selfishness**, such as ignoring other's needs, not responding to requests for help, queue jumping.
- **Vengeance**, such as being over-punitive, refusing to forgive and forget, bringing up hurtful memories from the past.
- **Unpredictability**, such as explosive rages over minor frustrations, attacking indiscriminately, dispensing unjust punishment, inflicting harm on others for the sake of it, using alcohol and drugs, illogical arguments.
- *It should be stated that anyone displaying any of these behaviours does not always have an anger management problem.*

ANGER MANAGEMENT (continued)

- *Psychologists recommend a balanced approach to anger, which both controls the emotion and allows the emotion to express itself in a healthy way. Some descriptions of actions of anger management are:*
- **Direct**, such as not beating around the bush, making behaviour visible and conspicuous, using [body language](#) to indicate feelings clearly and honestly, anger directed at persons concerned.
- **Honorable**, such as making it apparent that there is some clear moral basis for the anger, being prepared to argue your case, never using manipulation or emotional blackmail, never abusing another person's basic human rights, never unfairly hurting the weak or defenseless, taking responsibility for actions.
- **Focused**, such as sticking to the issue of concern, not bringing up irrelevant material.
- **Persistent**, such as repeating the expression of feeling in the argument over and over again, standing your ground, self defense.
- **Courageous**, such as taking calculated risks, enduring short term discomfort for long term gain, risking displeasure of some people some of the time, taking the lead, not showing fear of other's anger, standing outside the crowd and owning up to differences, using self-protective skills.
- **Passionate**, such as using full power of the body to show intensity of feeling, being excited and motivated, acting dynamically and energetically, initiating change, showing fervent caring, being fiercely protective, enthusing others.
- **Creative**, such as thinking quickly, using more wit, spontaneously coming up with new ideas and new views on subject
- **Forgive**, such as demonstrating a willingness to hear other people's anger and grievances, showing an ability to wipe the slate clean once anger has been expressed.
- **Listen** to what is being said to you. Anger creates a hostility filter, and often all you can hear is negatively toned.
- *A common skill used in most anger management programs is learning assertive communication techniques. Assertive communication is the appropriate use of expressing feelings and needs without offending or taking away the rights of others. It is typically started with the use of "I" statements followed by a need statement. For example, "I feel upset when you don't take my feelings into consideration when you talk about your past relationships. I hope you can be more thoughtful and know what you should and should not say the next time."*
- *With regard to interpersonal anger, Dr. Eva L. Feindler recommends that people try, in the heat of an angry moment, to see if they can understand where the alleged perpetrator is coming from. Empathy is very difficult when one is angry but it can make all the difference in the world. Taking the other person's point of view can be excruciating when in the throes of anger, but with practice it can become second nature. Of course, once the angry person is in conditions of considering the opposite position, then the anger based on righteous indignation tends to disappear.*

DYSFUNCTIONAL FAMILY.

- A **dysfunctional family** is a [family](#) in which [conflict](#), misbehavior and even [abuse](#) on the part of individual members of the family occur continually and regularly, leading other members to accommodate such actions. Children sometimes grow up in such families with the understanding that such an arrangement is normal. Dysfunctional families are primarily a result of [co-dependent](#) adults, and also affected by the [alcoholism](#), substance abuse, or other [addictions](#) of parents, parents' untreated [mental illnesses/defects](#) or [personality disorders](#), or the parents emulating their own dysfunctional parents and dysfunctional family experiences.
- Dysfunctional family members have common symptoms and behavior patterns as a result of their common experiences within the family structure. This tends to reinforce the dysfunctional behavior, either through enabling or perpetuation. The family unit can be affected by a variety of factors.
- **Examples of a dysfunctional family**
- Denial (i.e. a refusal to acknowledge the alcoholism of a parent or child/teenager; ignoring complaints of [sexual abuse](#); having a [workaholic](#) parent), also known as the "[elephant in the room](#)."
- Lack of [empathy](#) and understanding toward family members
- Lack of clear [boundaries](#) (i.e. throwing away personal possessions that belong to others, inappropriate physical boundaries, breaking important promises without just cause)
- Lack of equality and fairness toward younger family members (may include frequent [appeasement](#) at the expense of others or uneven enforcement of rules)
- Mixed Messages by having a dual system of [values](#) (i.e. one set for the outside world, another when in private, or teaching radically different values to each child.)
- [Divorced](#) or [separated](#) parents in continuous conflict, or parents who *should* separate, but do not (to the detriment of their children)
- Adulterous or promiscuous behavior regarding parents/teenagers
- Extremes in [conflict](#) (either too much or too little fighting between family members)

DYSFUNCTIONAL FAMILY (continued).

- Signs of unhealthy parenting:
- [Disrespect](#)
- [Emotional intolerance](#) (family members not allowed to express the "wrong" emotions)
- Ridicule
- Bitterness
- "I don't care"
- Either no or excessive [criticism](#)
- [Discipline](#) based more on one's emotions than established rules (i.e. punishment by "surprise")
- Setting a bedtime that is either excessively early or late for the child's age and [sleeping](#) requirements
- Dysfunctional parenting styles:
- Using (destructively [narcissistic parents](#))
- Abusing (parents who use physical, emotional, or sexual [violence](#) to dominate their children)
- [Perfectionist](#) (fixating on order, prestige, power, and/or perfect appearances.)
- Appeasement (parents who reward bad behavior - even by their own standards, and inevitably punish another child's good behavior to maintain the peace)
- "Along for the ride" (a parent who does not care about their non-biological child, but must co-exist in the same home for the sake of their spouse or partner)
- "The guard dog" (a parent who blindly attacks any other family member who causes the slightest upset to their esteemed spouse, partner, or child)
- Dynamics of dysfunctional families:
- Parents who frequently fight amongst themselves (even if divorced or separated)
- Parents vs. kids
- The [balkanized](#) family (named after the three-way war in the [Balkans](#))
- Free-for-all (a family that fights in a free-for-all style)

DYSFUNCTIONAL FAMILY (continued).

- **Effects on children**
- Unlike divorce, and to a lesser extent, separation, there is often no record of an "intact" family being dysfunctional. As a result, friends, relatives, and teachers of such children may be completely unaware of the situation. In addition, a child may be blamed for the family's dysfunction (even if not at fault), and placed under greater stress than children whose parents separate.
- Children growing up in a dysfunctional family have been known to adopt one or more of six basic roles:
- "The Good Child" – a child who assumes the parental role.
- "The Problem Child" – the child who is blamed for most problems and can also be responsible for the family's dysfunction, in spite of often being the only emotionally stable one in the family.
- "The Caretaker" – the one who takes responsibility for the emotional well-being of the family.
- "The Lost Child" – the inconspicuous, quiet one, whose needs are often ignored or hidden.
- "The Mascot" – uses [comedy](#) to divert attention away from the increasingly dysfunctional family system.
- "The Mastermind" – the opportunist who capitalizes on the other family members' faults in order to get whatever he or she wants.
- They may also:
- think only of themselves to make up the difference of their childhoods. They're still learning the balance of self-love
- distrust others
- have difficulty expressing emotions
- have low [self-esteem](#) or have a poor [self image](#)
- have difficulty forming healthy [relationships](#) with others
- feel [angry](#), [anxious](#), [depressed](#), isolated from others, or unlovable
- perpetuate dysfunctional behaviors in their other relationships (especially their children)
- lack the ability to be playful, or childlike, and may "grow up too fast"; conversely they may grow up too slowly, or even be in a mixed mode (i.e. well disciplined, but unable to care for themselves)
- often learn to live far away from their families.

PARENTING

- The term **role model** first appeared in [Robert K. Merton](#)'s socialization research of medical students. Merton hypothesized that individuals compare themselves with [reference groups](#) of people who occupy the social role to which the individual aspires. The term has passed into general use to mean any "person who serves as an example, whose behaviour is emulated by others".

DOMESTIC VIOLENCE

HEALTHY RELATIONSHIPS

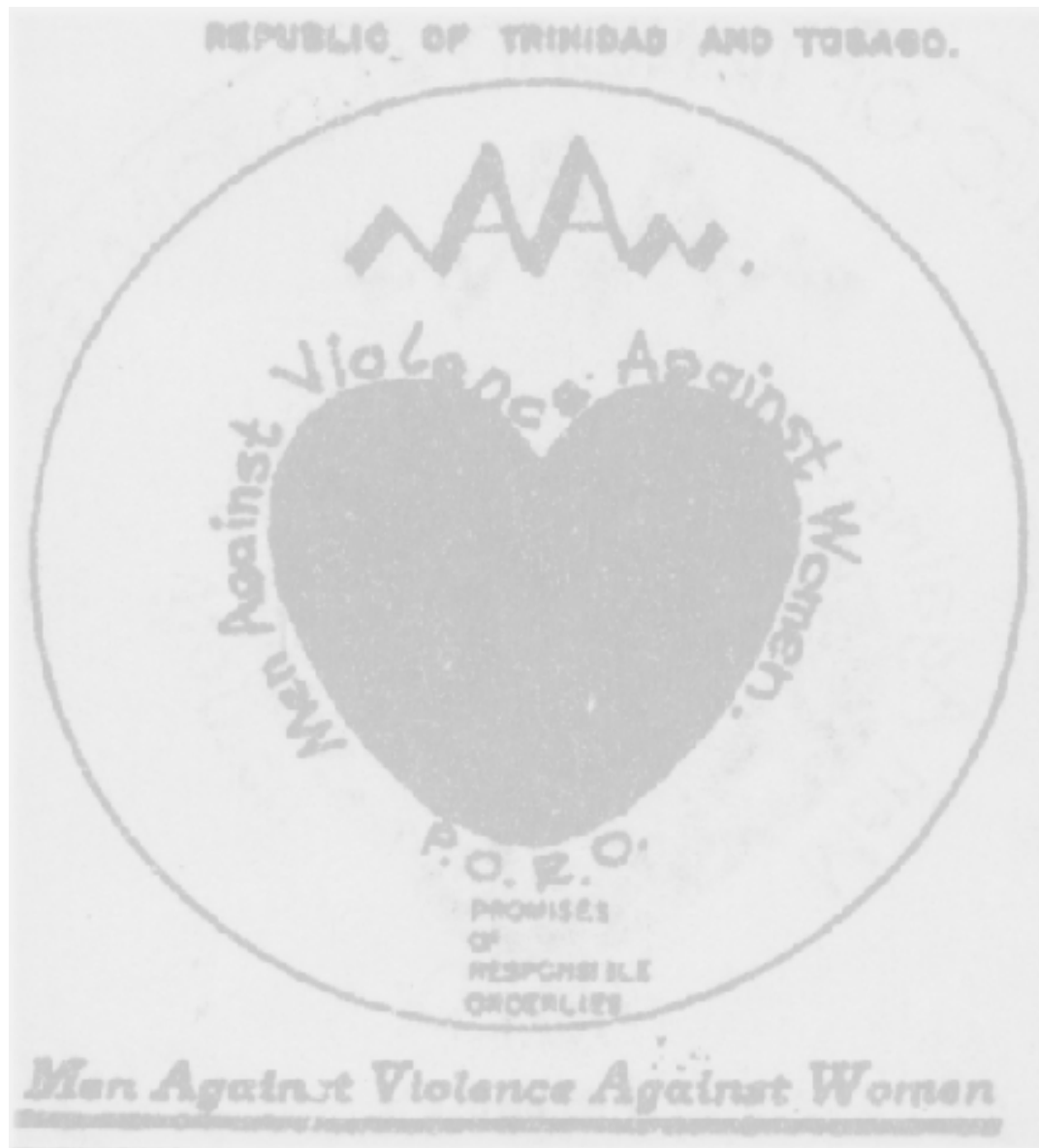
SPACE DYNAMICS

REFERENCES.

- Emotional Intelligence in a Week—Jill Dann
 - Emotional Intelligence
 - Stress Management and EI
- Complete Conduct Principles for the 21st Century, John Newton, PhD
 - 121 Principles for peaceful co-existence
- Wikipedia, the free Encyclopedia www.wikipedia.org
 - Attitude (psychology) & Self Esteem
 - Value (personal and Cultural)
 - Anger Management
 - Dysfunctional Family
 - Empathy
- *Men Against Violence Against Women (MAVAW)* 2007 CD
 - Domestic Violence Awareness
 - Parenting
 - Healthy Relationships
 - Space Dynamics
 - 5 MP3 2-hour Talk Radio programmes

THE END.

- Thank You for your time and patience and may your families be further enhanced henceforth.
- *The Monitoring/Evaluation of your New Knowledge will be done in a 1 Month Journal now being distributed, to be Completed by you and submitted in 1 Month's Time for acknowledgement purposes only and final stipend. Full Confidentiality will be observed.*
- God Bless.



ENHANCING THE FAMILY 5-DAY TRAINING PROGRAMME.
MAVAV'S 21ST CENTURY PROJECT.
A CULTURE OF PEACE.

The "Enhancing The Family" 5-Day Programme, which is 75% complete, awaiting input from the other facilitators, has the potential for Caribbean and International Delivery and Implementation. At Present a Budget of approximately US 13,000 can provide for 5 Facilitators, 2 Assistants, and 20 young male Participants, inclusive of Fees, Meals, Project Materials, Venue, Launch and Graduation and Participants Stipend.

If the Facilitators are required from another country, travel and accommodation costs will be added and this may carry the budget sum to between US 25,000 and US 30,000. That is to say Check In on Saturday pm and Check Out on Sunday am. The Launch will be on the Sunday afternoon, after Check In and the Graduation on Saturday Morning after the 5 days and before Checkout at 12noon.

Training days are Monday to Friday, 7.30am to 4.30pm. A coffee/Juice Registration/Start of day, Lunch and a Coffee/Juice afternoon Break (catering to the young "Energy In Motion" aka E-motion). Critical to the training is the component of 'Original Pain Theory/Therapy' otherwise known as "Primal Theory/Therapy". The males to receive the Training in any country will have an opportunity to understand "Original Pain" and its affects and could be the most powerfully proponents of a "Man's Movement" in Belize, focused on reducing Violence in Relationships.

If your interest is fanned, we can start thinking about the Easter Holidays 2010 for Implementation and Belize can be the first country to start building its male counterparts to the feminist movement and partners in development trained in-house. Homework is on the CD, with our Domestic Violence Awareness Handbook, Parenting, Healthy Relationships and Space Dynamics PDF Files (desktop published material).

At Present I have some preliminary figures for some of the items and I am in discussion with our Consultant Dr. Lennox Grant, email address above, one of the only 3 DSW (Doctorate in Social Work) in the Caribbean and author of 10 Books, seeking advice on the costing suggested below:-

1. 5 Facilitators	US 1,333.33 (TT\$ 8,000)
2. 2 Assistant	US 833.33 (TT\$ 5,000)
3. Venue (include Launch and Graduation)	US 1,666.67 (TT\$10,000)
4. Course Material	US 3,333.33 (TT\$ 20,000)
5. Refreshments & Lunch	US 3,333.33 (TT\$ 20,000)
6. Stipend (20 at end of 5 days) (TT\$ 500.00 per Participant)	US 1,666.67 (TT\$ 10,000)
7. Monitoring for 3 months after (Journal completed & Reviewed)	US 833.33 (TT\$ 5,000)
A TOTAL of US 12,999.96 (TT\$ 78,000)	

This sum can be applied for but Travel and Accommodation needs of 5 Facilitators for 7 days could add another US 25,000 to US 50,000. (TT\$ 150,000 to TT\$ 300,000).

Dr Grant will contact you if necessary.

Our murders and suicides of our young males is also attached along with a photograph of two of the Participants I recently interfaced with using my computer during the break.

Our website <http://www.sites.google.com/site/mavawt> or <http://www.mavaw.com> has great free information and I can post the CD for you if you want. This CD is part of the Course Materials.